

C  
Oh3wWu  
1908

**BULLETIN**  
OF  
**OHIO WESLEYAN UNIVERSITY**

=====  
**ILLUSTRATIONS OF UNDERGRADUATE LIFE**

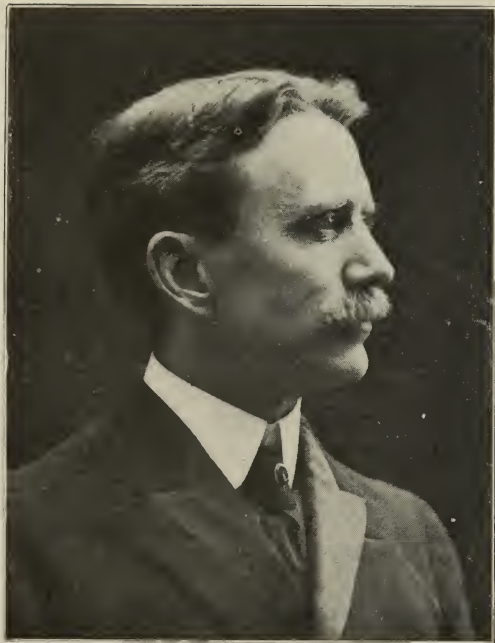
=====  
**DELAWARE**  
**1908**

P



NO. 6

Entered February 24, 1902, at Delaware, Ohio, as second-class matter, under Act of Congress July 16, 1894



HERBERT WELCH  
President of the University

## BY WAY OF INTRODUCTION

THIS BULLETIN is in large part planned for students in the High Schools who are looking forward, more or less seriously, to a college or technical school course. The college catalogue gives a large array of facts about the college, but it limits itself to one side of college life. The spirit of a college is not shown in its catalogue. It can be fully known only by one who shares its membership and takes part in its life from day to day. And yet it is hoped that the presentation in this little pamphlet of a number of the aspects of life at Ohio Wesleyan may suggest the spirit that prevails there.

## IS A COLLEGE COURSE WORTH WHILE?

COMPETITION in business and professional life is more severe to-day than ever before, and many young men feel that it is necessary for them to commence preparation for their work immediately on leaving the High School. Others tire of the monotony and restraints of school life and wish to get to work. The question arises, "Is the college course worth while? Will the investment which it requires of money and of four years of valuable time, pay?' Throughout the history of the United States the college graduates have averaged one to seven hundred and fifty of the adult male population of the country. And yet from this small fraction of our people have come 32% of all our Congressmen, 46% of our Senators, 65% of our Presidents, and 73% of the Judges of the Supreme Court.

The names in WHO'S WHO IN AMERICA make the nearest approach we have to a list of the successful men in America. Tables show that 69.76% of the persons listed in the 1903-05 edition had the advantage of a college education; 55.76% being college graduates, while 14.00% had attended university or college but had not been graduated. Later lists are not found materially to change these percentages. These figures show at a glance the importance of a higher education for success in life.

The educational record, so far as it can be found, of the men of wealth whose names appear in the FINANCIAL RED BOOK of the United States, shows that the possibilities of winning wealth are 300 times as great among college-bred men as among those of less mental training.

Clearly, then, the college course pays. It pays in business success. It pays in success in professional and public life, lines of endeavor in which success is peculiarly sweet because they bring unusual opportunities for service to others.

But the highest value of the college course is yet to be named, and it is not measured in terms of worldly success. For four years the student finds himself in touch with scores of young men of high and generous character and earnest purpose. New fields of knowledge and wider horizons of thought open before him. He is inspired by the high ideals of those with whom and under whom he works. And what is the result? Not only is he trained mentally, but he finds himself, finds unsuspected powers and resources, finds his own best place of service in the world, finds an idealism which makes life a field for the attainment of a success that is won through distinguished service to his fellowmen. From this point of view the college is a most practical fitting place for life.

## ENROLLMENT

The enrollment on November 1, 1908, was:

College of Liberal Arts

Graduate Students	7
Seniors	87
Juniors	118
Sophomores	151
Freshmen	320
Special	39

Total 722

Departments of Music, Fine Arts and Business 162

Sub-Freshmen 168

1052

The following figures show the increase in enrollment during the last eight years: 1901, 802; 1902, 800; 1903, 886; 1904, 893; 1905, 890; 1906, 921; 1907, 1000; 1908, 1052. These are the figures for November of each year and do not include the enrollment of the Medical School at Cleveland. This enrollment for the present year is 92.

## THE DEPARTMENTS OF THE UNIVERSITY

THE central feature of the University is the College of Liberal Arts. It is that which sets the standard and determines the spirit and tone. In the College of Liberal Arts are sixty-eight per cent of all the students in Delaware. Grouped around this are the other departments: Schools of Oratory, Music, Fine Arts and Business; a Preparatory Department, and the Medical Department of the University in Cleveland, formerly the Cleveland College of Physicians and Surgeons.

## ENTRANCE

ON APPLICATION, the University furnishes blank certificates to superintendents or principals of high schools and academies. When these blanks are properly filled, they are accepted in lieu of examinations, so far as the work corresponds in quantity and quality with the work required for admission.

The requirements for admission to the freshman class in the three courses are described below. These requirements are stated in units, a unit meaning a subject of study pursued through a school year with NOT LESS THAN FOUR recitation periods each week.

A student offering at the opening of the college year the equivalent of FIFTEEN UNITS of the



Gray Chapel and University Hall



studies named in the requirements for admission below, may receive freshman rank; but in case he intends to take a college degree, he must make up in the classes of the Academic Department any deficiency in the prescribed sub-freshman work in the course which he may select. In that case the sub-freshman work taken after entrance will be credited as collegiate elective work on the basis of three hours of collegiate credit for five hours of sub-freshman work.

A student offering at the opening of the college year the equivalent of THIRTEEN UNITS of the studies indicated may receive provisional freshman rank, on condition of making up the deficiency during his freshman year.

The subjects required for entrance are as follows: In all courses, English, three units; History, one unit; Mathematics, three units. In the classical course, Latin, four units; Greek, three units. In the scientific and literary courses, Language (Latin, Greek, French or German), six units. To satisfy graduation requirements in the different courses, when a language is offered for entrance, not less than two units of French or German must be presented, three of Greek or four of Latin, unless the student does not wish to continue college Latin, in which case three units will be accepted. In the scientific course ONE modern language MUST be presented. Further details are given in the catalogue.

## THE COURSES

THREE COURSES are offered, the Classical, Scientific, and Literary, leading to the degrees of B. A., B. S., and B. L. These courses differ in the character of the required work. In the Classical Course, Greek is prescribed; in the Scientific Course a larger amount of science, mathematics, and modern language is required; in the Literary Course emphasis is laid on modern language and such studies as literature, history, and economics. For students who

are especially interested in language, or who are preparing themselves for the ministry or for literary work, the classical course is recommended. Students whose inclination is not towards the languages, but who are looking forward to scientific, medical or engineering work, will naturally prefer the Scientific Course. The Literary Course is less specialized in its required studies than either the Classical or Scientific Course, and is planned for students whose interests are more general. To those making proper choice of elective studies it affords equal opportunity with the other two courses for work in classics, science, and mathematics, and a somewhat better opportunity, by reason of the less number of required studies, for extended work in modern language, history, economics, and philosophy. All these courses agree in the amount of preparatory work required, and in the amount and quality of the work required for graduation, and the three degrees should carry the same prestige.

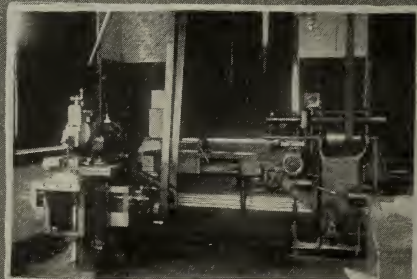
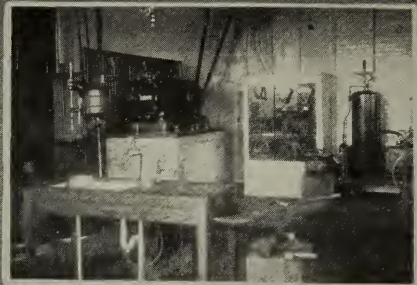
## THE COLLEGE AND THE PROFESSIONAL SCHOOL

THE AIMS of the college and of the professional school are different. The college trains for life; it is its purpose to develop the man, to bring him into right relations with the society in which he is to play his part, to reveal to him his powers and opportunities. It is a liberal training, giving him a wider outlook. The professional school is intended to give its students that knowledge and that special skill which fit a man for professional success. To a certain extent each school serves the purpose of the other. The student in the professional school receives an important training from his work, aside from the direct training for his profession; and many of the courses of schools of theology, law, medicine, and engineering are as truly "liberal" as those of the college. And again, many of the courses of the college have a more or

8

less practical bearing on the professions. It remains true, nevertheless, that the man who is to be best prepared for both life and profession should have the training of both college and professional school.

But the college course is four years long, and the professional course demands from two to four years in addition. It is well to point out, then, the possibility of shortening the total period by doing some of the professional work in college. This is indicated for students of ENGINEERING in the section following this. Students looking to the LAW will find in the departments of history and economics and in the course in law a very practical preparation for their work in the law school. Students preparing themselves for the MINISTRY will find in the courses in English Bible, literature, oratory, philosophy, Hebrew, New Testament Greek, and theology direct professional training. In many cases students go into the ministry directly after graduation; and there is no question that if a candidate for the ministry is obliged to choose between the college and the seminary course, the much wiser thing to do is to choose the college. Students intending to study MEDICINE will find it possible to shorten the college course by one year and still to lay an excellent foundation for medical school work. They can get at Delaware thorough courses in chemistry, zoology, and physics, all essential to thorough preparation for medical study. They can also take out the senior year of their college work in the medical school, under the provision which allows candidates for the degree of Bachelor of Science who have completed the required subjects of the Scientific Course and have 135 hours of collegiate credit (of which at least 90 hours are graded above D) to receive the degree upon the completion of a full year's work in the Medical Department of the University.



Views in the Shops of the Engineering Department

## TO PROSPECTIVE ENGINEERING STUDENTS

**A** YOUNG MAN who graduates from a first grade High School and who desires to prepare for an engineering profession, has at least four ways open to him by which he may secure his technical education.

A. He may spend four years in the Technical School, and at the end of that period receive a degree in engineering.

B. He may spend two years in a College of Liberal Arts and Sciences and two years in the Technical School, and at the end of the four years receive a degree in engineering.

C. He may spend six years in some Technical Schools, receiving at the end of the fourth year a B. S. degree, and at the end of the sixth year a degree in engineering.

D. He may spend four years in a College of Liberal Arts and Sciences, receiving his B. S. degree, and two more in a Technical School, receiving his degree in engineering.

A careful study of the catalogues of the Technical Schools shows that the first two years of all engineering courses are much the same, and that they are made up almost entirely of courses in English, Modern Languages, Mechanical Drawing, Shop Work, Mathematics, Physics, Chemistry and other Sciences, depending upon the line of engineering to be taken up. That is, the freshman and sophomore years are devoted to foundation or preparatory work, while the junior and senior years are devoted to purely technical work.

A and B suggest the least possible preparation anyone can make in order to attain a fair degree of success in his profession. Of these two B is the better, if the student can find a college of Liberal Arts and Sciences whose work meets the demands for the foundation or preparatory

work of the Technical Schools. Here in quantity and quality of work, he gets precisely what he would get in the Technical School, and in addition he lives in an atmosphere created by the so-called culture studies, an atmosphere which, by the very nature of the case, does not exist in the Technical School. Then, too, the item of expense leads one to select the College of Liberal Arts for his foundation work.

C and D are still more attractive. Six years of preparation for one's life work are not too much. The easy engineering problems are solved. The engineer of the future must have all the technical knowledge which he can acquire in the class-room and in the laboratory, and in addition he must have the culture and brain power which make him a leader of men.

The work of the College of Liberal Arts and Sciences supplements the work of the Technical School. Each has a distinct and well defined part to play. The College develops the man, the Technical School makes the engineer. The importance of the work of the college cannot be emphasized too much. Its moulding influence ought to be exerted on the early life of every young man preparing for a professional career. It lays a foundation upon which the Technical School builds for a special purpose, and builds much better than if it had made its own foundation. Some Technical Schools take this view of the question, and much prefer a college graduate who enters their junior year to a High School graduate who enters their freshman year.

OHIO WESLEYAN UNIVERSITY as a College of Liberal Arts and Sciences has met the demands of the Technical Schools. It has made it possible for scientific students during the four years of their college course to take all the prescribed work of the freshman and sophomore years of the Technical School, and it has also made it possible for students who have had sufficient preparation to do this same freshman and sophomore technical work in two years at Delaware. It is to these four-year and two-year courses, which are fully outlined in the catalogue,





Military Drill

that the attention of the High School graduate is called. The Massachusetts Institute of Technology has accepted this work without examination as far as it covers its required work, and it has given junior rank to Ohio Wesleyan graduates who hold the B. S. degree.

## SOME ASPECTS OF COLLEGE LIFE

EDUCATION comes through action. If we believe that a college student cannot enter in a hearty and whole-souled manner into any department of college life without receiving a distinct educational uplift, we must alter in some cases our conception of college values. The work of the class-room, with its outside preparation, is of the highest value; but other college interests should be not merely tolerated but encouraged. Many graduates look back to college days and see that on the athletic field, or in the literary society, or in the daily contact with their fellows, they received a training of the utmost importance for their future work. Study is a good thing; but the "grind" is to be pitied;---not for what he gains, but for what he voluntarily cuts himself off from and loses. The college is a world of its own, with its varied interests. This fact gives it its value and its danger; its danger, because there is always the chance that a student may distribute his time unprofitably among the possible lines of college activity, and so miss the main end of his course; its value, because with this variety there is no student who cannot devote himself with profit to some department of college activity, and so gain that power and confidence which come from successful accomplishment. Whether the college man distinguishes himself as a student, an athlete, a debater, or a worker in the Y M. C. A., there is behind the multiplicity of occupation a unity of devotion to the college as a whole and to all of the activities which make up its united life. You may call it college spirit or what you will, but



it is that which gives college life its charm, its enthusiasm, its hold on graduates and undergraduates, and a large part of its value.

## PHYSICAL TRAINING

**PHYSICAL TRAINING** is recognized as an essential feature of the college course. Good work in college and good and continuous working power in after life require a firm backing in sound bodily health. And apart from any consideration of bodily health, play is as much a necessity as work itself, and college sport needs no apology or defense. The daily hour of exercise on the athletic field or in the gymnasium is not an added burden, but a means by which the student is kept in condition for carrying on his regular college studies, and is compensated for by the lessened time required for the work of study. At Ohio Wesleyan physical training takes the three forms of Military Drill, work in the Gymnasium, and Athletics.

## MILITARY DRILL

**MILITARY DRILL** was introduced at Delaware in 1882, and since 1890 an officer of the United States Army has been regularly delegated to take charge of the work, with the rank of Professor of Military Tactics. This position is at present occupied by Lieut. William H. Menges, First Lieutenant, Coast Artillery, U. S. A. Nearly three hundred cadets are organized into a battalion,---staff, band and five companies of infantry, with 19 commissioned officers and 55 non-commissioned officers.

In the present age the discipline of an army differs very little from the discipline of a great



The John Edwards Gymnasium

industrial organization, and every attribute of the good soldier is appreciated and rewarded as promptly in the business world as in the army.

The influence of military training in establishing and maintaining a high standard of morality is beyond dispute. In addition to the benefit which the general government derives from the military instruction given at this University, it is believed that the discipline enforced, the habits of obedience and punctuality inculcated, the improvement in bearing and appearance of those instructed, and also the practice in directing and commanding others, which nearly all get in course of time as officers and non-commissioned officers, is of immense benefit to the students individually.

The instruction given in Infantry Drill Regulations, Small Arms Firing Regulations, Field Service Regulations, Manual of Guard duty, etc., is interesting to the student, and is valuable as a matter of general information. Ammunition is furnished by the government for target practice, which is a part of the regular work.

The various parades, reviews and other ceremonies, are events in which the cadets take great pride; while the annual Military Reception is one of the most important social events of the college year.

## THE GYMNASIUM

ON FEBRUARY 22, 1906, the Edwards Gymnasium, after Gray Chapel the largest and most imposing building on the campus, was opened. In the basement are a swimming pool, 50 feet long and 22 feet wide, with a water depth of four feet at one end and seven feet at the other; rooms for the use of the athletic teams of the University; and several large courts that can be used for hand-ball, bowling alleys and drill rooms for the military companies. The



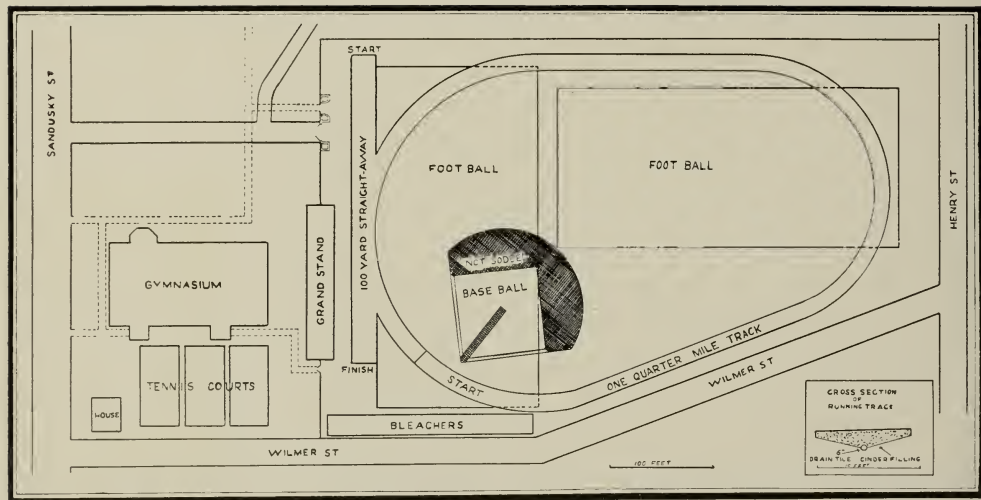
Main Floor of the Gymnasium

second floor contains the administrative offices of the director of the gymnasium, a locker room having a capacity of 700 lockers, and bath and toweling rooms. On the third floor is the main gymnasium, 150 feet long by 83 feet wide, which is equipped with all the apparatus necessary to make it a complete gymnasium. Above, and suspended from the roof, is a running track of fifteen laps to the mile.

But to appreciate its importance in student life, the gymnasium should be seen in the late afternoon when class-work is in progress, or track work and basket-ball are going on. In charge of this work is Physical Director J. W. Page, a graduate of the class of 1904, in his undergraduate days one of the grittiest half-backs ever behind a Wesleyan line. Physical examinations are given to all students, and in case of need, the work is especially adapted to the student. Class-work in the gymnasium is required of all students (except Seniors) who do not take military drill, or who are not specially excused, but large numbers of the students besides the members of the regular classes take advantage of the gymnasium. The floor of the gymnasium and the baths are open to all students. In addition to the regular class work, special classes are from time to time organized in boxing, fencing, wrestling and swimming.

## ATHLETICS

ONE WHO FORMED his opinion of college life from the public press might be pardoned for thinking that the main work of the American college was to train athletes. Those who know college life on the inside know that the athletics make a part, often too large a part, of college activity, but a part which is vital and essential. College sports originated without help from the college Faculty, and have often been distrusted by them. But as they have grown,



Plan of the New Athletic Field



and as their evils and advantages have both become more apparent, they have been brought under Faculty control. In Ohio, through a committee, the Ohio Athletic Conference, composed of Faculty representatives of nine of the leading colleges (the so-called "Big Nine"), control of intercollegiate athletics is maintained with regard to rules of play, eligibility of players, and arrangement of games. Local as well as intercollegiate athletics are under Faculty supervision at Ohio Wesleyan; which means that the college authorities favor college sport when properly controlled. And why? In part because it means health, vigor, manliness. And further, because of its intellectual and moral value, especially in those sports in which competition is between teams rather than between individuals. Foot-ball, base-ball and basket-ball require the use of brains quite as much as of physical strength; not perhaps just the same stripe of brains as is needed in getting a lesson, but the kind which is quite as often called into use in later life. And the moral value which comes from subordinating individual success to that of the team and the college, and from playing a square, open and honest game, even when the opponents do not, is of the greatest value. So at Delaware we accept college sport as an essential feature of college life.

Several things have been done for athletics at Ohio Wesleyan. Mr. W. B. Rickey, of the class of 1904, has been appointed to coach the teams of the college, with the title of Director of Athletics. He is one of the best coaches in the State; we may be pardoned for believing he is the best. He has entire charge of



W. B. RICKEY  
Director of Athletics

the coaching in foot-ball, base-ball and basket-ball. He has the confidence of the undergraduate body, to the last man. If the thing isn't done, nobody could do it with the material available, that's all. If the men carry the fighting spirit which they get on the foot-ball field into other branches of college life, and later into professions, they will succeed.

Then there is the new gymnasium, generously provided by friends of the college, which not only makes possible regular gymnasium work, but also so greatly aids all branches of athletics that we often wonder how we ever got along before we had it.

Finally, there is the new athletic field. This field lies adjacent to the gymnasium, and has a length of 680 feet and a maximum breadth of 390 feet. There is ample room for two foot-ball fields (space which will be used in the spring for two base-ball fields), for 100-yard and quarter-mile running tracks, and for tennis courts. Bleachers and a large grand-stand have been erected, the total cost of all improvements approximating \$12,000. After four o'clock in the fall and spring the field is a scene of activity, and among the most interesting college scenes of the year are the days of important foot-ball or base-ball games, when the season's record is being made or marred, and when the men of the team are being backed by the enthusiastic "rooting" of the undergraduates, when even the serious-minded professor has been known to indulge in a yell of appreciation of some good play.

How thoroughly are these facilities (athletic field and gymnasium) being used? Estimates by Directors Page and Rickey



J. W. PAGE  
Director of Gymnasium



place the number of men engaging in base-ball and basket-ball at 150 each, in foot-ball at 125, in track work at 100. In addition to these, interest in tennis has increased with the laying out of the courts on the athletic field, and thirty men entered the college tournament this fall. Of course, there is a certain amount of over-lapping, due to men participating in more than one sport, but it is estimated that 250 different men are engaged in one or another kind of athletic sport, not including 50 on the regular Varsity teams:---300 in all. This is as it should be. If all the money and energy represented in the athletic plant of the college were devoted only to training University teams, composed of men least in need of such a training, it would be largely a waste. But in addition to the University teams there are in each of the three main branches of college sport, four class teams, an academy team, fraternity teams and club teams, many of them playing regular schedules of games; so that to-day there is a chance at healthy sport for everybody, and except in case of actual physical disability no one lacks opportunity for work and recognition.

## RELIGIOUS LIFE

**E**DUKATION INCREASES POWER. Education without character means increased power for selfish ends, it means disregard of the rights of others, and antagonism to that higher spirit which is becoming increasingly dominant in American private and public life. Ohio Wesleyan has always stood for an education which shall develop the student's mental power, and at the same time give him a keen sense of responsibility in the use of that power. In short, the college stands emphatically for Christian character and for Christian education. In

this she does not stand alone among Ohio or among American colleges. The debt which American education owes to the Christian church cannot be measured. Previous to the comparatively late development of state universities in the states west of the Alleghenies, and even to this day, the vast majority of American colleges have been those that owed their origin to Christian impulse. Yale, Harvard, Brown, Princeton, Amherst, Wesleyan, Oberlin, Beloit and scores of prominent institutions could be named. As a result, American college life to-day bears a moral impress which is in distinct contrast to the tone of those universities of Germany which originated under secular control. And this does not mean narrowness or intolerance.

The emphasis which is placed on character in education,---that is, on Christian education,---is shown in two ways: in the general atmosphere of the college, and, more concretely, in the Young Men's and Young Women's Christian Associations. Every concern is felt that a good moral tone should pervade all branches of college life; that class-room work should be honest and thorough; that fair play and gentlemanly conduct should characterize social and athletic life. But it is in the work of the Christian Associations that this aspect of college life finds its most obvious expression. A few facts in regard to the Y. M. C. A. In the year 1907-8, of the 546 men available for membership 480 (or 87%), were members, and the average attendance at the weekly Friday night meeting of the Association was over 150. In so far as these Friday night meetings are religious meetings under direct control of the students, they are marked by a combination of earnestness and lack of cant, which is equally inspiring and refreshing. The college student is frank and honest, and at Delaware he carries these qualities into the Friday Y. M. C. A. meetings. In so far as speakers from without are secured for the meetings, the following names and subjects are suggestive of the character of the exercises:

E. H. Wilson, Editor Ohio State Journal-----	Opportunity in Journalism
Judge S. L. Black, Columbus -----	The Juvenile Court
Mayor Cordray, London-----	Opportunity in Politics
Dr. Washington Gladden, Columbus-----	Closer Than a Brother
Bishop Thoburn, India-----	The Missionary Call

Among other speakers were President Thompson of Ohio State University, President Hunt of Denison, Dr. Karl Kumm of the Soudan, Bishop Oldham of India, Wayne B. Wheeler, Robert Speer and O. T. Corson.

Clearly no impractical stamp this, which is being put on the Y. M. C. A. meetings; rather, a sympathy is being evoked with practical movements in our own country and with the progress of Christian work abroad.

But what are the students doing through the Y. M. C. A.? Several things. By the receptions, which come each term, they promote social intercourse among the students. They are conducting Bible study and Mission study classes in which about one-half of the men available are enrolled. They are contributing over \$1,000 a year to missionary and Y. M. C. A. work. They are conducting noon-day shop meetings twice each week in two of the large Delaware shops. Through the campaign committee of the association they meet new students, especially at the beginning of the college year, and greatly assist them in adjusting themselves to the new conditions which entrance to college imposes. Further, through its General Secretary the association conducts an Employment Bureau which has been of very great assistance in securing work for students who are obliged to earn part of their college expenses.

With a work as great and as varied as is suggested in this statement, it is necessary that there should be a thorough organization of the association; hence the President and secretaries, and the committees with their chairmen, all distributed among the student membership. Still, it has not been possible to develop the association to its present degree of efficiency without a

General Secretary who gives his entire time to the work. For this position a recent graduate of the University is chosen, who has had his training as an undergraduate in the Y. M. C. A., knows its policy and its needs, and is able to develop its activities along the lines which have been followed hitherto. Ohio Wesleyan is fortunate in the succession of men who have been secured in recent years to captain the work.



Olentangy River Below the University

The work of the Y. M. C. A. seems most satisfactory to those who know it best. It touches a large number of the undergraduates. The men in it are not those who are so "good" that there is no place for them anywhere else; but among both membership and leaders are men who are prominent on the TRANSCRIPT, in athletics, in debate, and in social life, and who rank high as students. The majority of the strong men and leaders in undergraduate life sympathize with its work. Year by year that work increases in scope and effectiveness, and gains in the respect of students and Faculty.

The work of the Y. W. C. A. follows lines similar to those indicated for the Y. M. C. A. Ninety per cent of the young women at Monnett Hall are members of the association. It has its Fall Campaign Committee, conducts Bible study and Mission study classes, weekly Sunday night and daily noon-day meetings, and carries on work of a practical nature among families in Delaware who need its help. In a word, the Y. W. C. A. plays the same part in the life of the women of the college that the Y. M. C. A. does among the men.

## AS THE COLLEGE MAN SEES IT

By PAUL E. HUTCHINSON, '09

**I**T HAS been said that a college man should never allow his studies to interfere with his education. This is, perhaps, but a whimsical way of saying that there is more in college life than the diligent study of books. That indeed forms the backbone of the course, but not all of the training for life which one gets at Ohio Wesleyan,---that ideal place where professors and students form one big family,---is of the variety known in college parlance as "grinding." There are other things, whose part is simply to add zest to the student's life, as its fragrance en-

hances the beauty of the rose. Some of these things this little sketch will attempt to picture.

The new man comes to Delaware wondering what sort of place it is, and of what description is college life. Perhaps he has never been in a college town before, and may even imagine that a college is but a high school on a larger scale, where high school methods and humdrum discipline prevail. He is naturally curious to learn with what sort of men he will be associated for the next four years, so, as he approaches Delaware, he looks about him at the inmates of the car. Perhaps some of them are going to the same place. They are; as he discovers when he reaches his destination.

He even forgets his homesickness as he watches the groups of young men meet each other, and sees the hearty handshake. Already a good-looking young man, who has on a red ribbon, has seized his suit case, and between welcoming him to Delaware and asking his name, has introduced him to several other men, all of whom seem glad to see him. As they swing up town with a crowd of other men, old and new, it begins to seem as if his companion were an old friend; this big fellow whose ready smile lights up every corner of his heart, who knows all the men he sees, and is glad to see them all. He knows just where to go and what to do first, so the new boy, already beginning to feel as if he has been here before, just lets him lead the way.

All along the road he sees the old men greeting one another; in the corridors he hears it; and in the Secretary's office, where he joins the Y. M. C. A. almost before he knows it, he thinks there is nothing else being done.

In a little while he is shown into the President's office, where a kindly man welcomes him by name and takes the recommendations which he offers. While he is still wondering what has become of his accustomed boldness of speech, he finds himself in the class officer's hands.

Having "signed up," he begins to think he can look the world in the face again, and starts



to do so, when he is successively interviewed by five different men, all of whom expatiate vigorously and at length on the merits of "the feed" at their respective clubs. Though the new man be as wily as Ulysses and as hard to hold as an eel, he cannot get away from these self-appointed advisers. At length he makes his choice, and begins to get acquainted with "the fellows at the club." He wonders what that husky lad from the farm, who stows away such prodigious quantities of potatoes, is going to be. He watches that little fellow with the intellectual look, and decides---he knows not why---that HE is going to be a preacher. And so on, around the table he goes, measuring himself up against his new associates.

Day by day he grows, in experience at least, keeping his eyes and ears open and his mouth shut. He becomes a soldier, perforce, three times a week, and drills with an eye single to making the "crack squad" and a promotion, at the next shifting of officers. Maybe he sticks to it long enough to become an officer;---or maybe he likes to sleep late.

He joins a literary society, and displays powers, as yet untried, as a debater. Later in the year he hears of the preliminary "try-out" and the debate teams, and his



Freshman-Sophomore Pole Rush



Elliott Hall—For Physics, Engineering, and Business



heart thrills with pride as he hears Ohio Wesleyan's successful three down their opponents; and his exuberant shout well-nigh drowns out the fair denizens of Monnett, who, wearing the University colors, sing their approval from the balcony. Then his heart burns with a high resolve to make the team himself, next year.

Soon he begins to develop along other lines. Perhaps he looks good to some one of the eight fraternities, and he becomes a "frat" man. If he is wise he knows that he must expect to become like his fraternity brothers, and he makes his choice carefully. In all probability by this time he has found one of the "feminine crew," who seems to him as fair as the morning, and he proceeds to devote a part of his time to her,---merely as a part of his social duty, understand!

Meanwhile he has become a loyal supporter of the foot-ball, basket-ball and base-ball teams, and is on hand at every game to "root" for the team. A few times he goes with the team to visit a neighboring college, and no matter whether his side is defeated or victorious, he always returns with an increased love for his own University. He has begun to imbibe the Wesleyan spirit and is ready to uphold his own college against all comers. At Commencement time he sees the gray-haired alumnus going about with a conscious pride in his Alma Mater, and his own pride deepens, and his love broadens, as he looks forward to the time when he will be one of the "old grads," and come back to talk over old times. When that stage in his development has come, he has become a Wesleyan man in the real sense of the word, and has acquired all the loyalty his University can give him, except that it will burn brighter as time goes on.



Monnett Hall—The Center of Social Life for the Women of the University

# AS THE COLLEGE WOMAN SEES IT

MONNETT HALL

By ELEANOR HUGUS, '08

IT IS IMPOSSIBLE to talk very impersonally of Monnett Hall, and no one, unless it is the compiler of the college catalogue, ever succeeds in doing so. No Monnett girl could write such an article without considerable self-restraint, and a distinct consciousness of perjury. To tell any prospective student that Monnett Hall is a very desirable college home, the benefits of which can be obtained for some two or three hundred dollars per year, and the entrance requirements to which are fifteen credit units, a knife, spoon, fork, dresser scarf, and a minister's recommendation, would be an agonizing task for any truth-loving Monnett girl.

Our distinctive advantages lie in the possession of a college life which is a happy combination of the good features of the women's colleges of the East, with the recognized merits of the co-educational institutions of the West and Middle West.

The alumna will tell you that it has been to her decided advantage to have a degree from a university ranking with the first-grade women's colleges of the East. It means that she has enjoyed real university instruction, that she has proved herself as capable as her brother to take up a specific line of work if she wishes to do so, and assures her of recognition of such capability. In addition to this purely practical and therefore extremely important good, Monnett Hall contributes advantages of a different nature.

If you ask a Monnett girl what is the best part of Monnett life, she will doubtless answer, without the least suggestion of egotism, "The Monnett Girls." What kind of girls are they? As many kinds as there are individuals; rich, poor, clever, commonplace, travelled girls and girls

with decidedly provincial ideas, girls with aspirations toward careers and girls who look forward contentedly to being "just at home." In such a company there is education in itself, but it is not the education, but the good friendships possible, that the Monnett girl is thinking of. This does not imply any feeble minded sentimentality, but such wholesome downright good fellowship as is a possession of positive value for a lifetime.

Every girl looks forward naturally to the good times peculiar to college life, and Monnett abundantly satisfies this expectation. Dormitory life offers possibilities to be had in no other place. The corridor feasts, the corridor squelches, the table celebrations, the wild excitement of Monnett Day preparations, the ghost walk on Halloween, are some of the occasions that we can name; but there are hundreds of others more difficult to describe specifically, times when we have talked, just talked, for hours, on the coffin boxes or in the hammock, walking from classes or on the way to the Springs. These times are the best of all, every Monnett girl agrees.

Literary societies meeting once a week captivate our literary taste and increase our executive ability. The Young Women's Christian Association, which is the strongest organization in Monnett, offers an opportunity for every university woman to learn what real Christian service and true, livable ideals are, and exercises a most wholesome effect on all phases of our college life.

As to the requirements for entrance, a Monnett girl would state them as follows: A willingness to give and take the best, to throw one's self enthusiastically into college life, to take one's honest part in the work and play. The girl who comes to Monnett not to play the parasite, but to live and to give, is the girl who will realize to the full not only the advantages mentioned here, but others that are too many for one Monnett girl to enumerate.

By CAROLYN BUCK, '08

There are very few phases of university life which make the Ohio Wesleyan desirable for men, in which the girls do not share. But there is something more. The life of three hundred girls under one roof with their own separate house government cannot but differ from that of the ordinary college woman. There must be a more hearty loyalty and a greater spirit of democracy where the girls are thrown so closely together that each one knows the other two hundred and ninety-nine, at least to the extent of a hearty "hello."

This spirit is fostered in every way. The girls have their own literary societies, both preparatory and college. Once a week they have their own chapel exercises. They



Monnett Day—The May-pole Dance



have a Monnett Quartette and Glee Club. There is such a thing as a Monnett Athletic Club which grows active each spring and arranges class tournaments in tennis and basket-ball. Nor is the religious element neglected. The Christian Association among the girls is a very strong one, comprising the largest membership of any college association in the state. The work is divided up so that not the select few, but the mass of girls, are interested in some phase or another of the work. There are, besides, the hundred and one indefinite little things which bind the girls together.

Here is a series of snap shots :

The first shows a girl prowling through the corridors some evening between seven and nine. It is study hour, and Monnett girls must perforce have it quiet in order that, like little Tommy in the rhyme, they must work while they work.

Again: Merry laughing and talking, a bright room with pennants, pictures and sofa pillows; gay lounging robes; perhaps a chicken bone waved aloft in sheer excess of spirits. A feast, forsooth!

The rush of the elevator after last hour, and the crowding the Hall post-office, with Senior priority strictly observed!

A series of long calls in the parlor and elevator lobby on Saturday evening, each separate couple oblivious of all others.

A hundred or more spooky figures dressed in sheets, huddled on the trunks in the trunk-room; the low light of a few jack o'lanterns; the hollow moans of the departed; the as hollow recounting of ghost stories of the most lurid description; the taste of ginger cookies and apples, mundane enough to enable us all to survive this regular Halloween feast.

This is the crowning of the Monnett Queen. The girls walk past in a long line, two by two, and the foot of her throne is buried in their tribute of flowers.

There are class and college receptions, and the quieter good times too; long walks after classes, nutting parties, skating on the river, boating at Greenwood.

Then after supper in the bright spring evenings, the girls, girl-fashion linked together, wander over the Monnett campus. The picture is one to be long remembered. There are brightly colored hammocks in the background, and the grass and new leaves are of an intense green. The light is growing softer. The western sky is flushed with color. The trees, new leafing, stand dark against the brightness of it. On the groups around the hammocks a hush has fallen. From far down at the other end of the campus comes the clear, sweet sound of singing, growing fainter and fainter, then dying into silence. You turn aside a little. Somehow you involuntarily count the days to the end, and something seems almost choking you when you turn at last to walk in silence with your companion up the stone steps.

Every girl who is desirous of entering Monnett Hall should send her application at least six months beforehand to Prof. C. B. Austin, Dean of Women, Monnett Hall, Delaware. The Hall is always full, and there is a long waiting list of applicants. Girls are not encouraged to come to Ohio Wesleyan and room outside of Monnett Hall unless they have relatives in town with whom they can live. In a few cases girls have been allowed to room at houses near by and take their meals in the Hall, but the girls who do this miss a great part of the life of the Hall, and are always anxious to get in at the first opportunity. So it is in every way to a girl's advantage to get her application in early. Further information will be furnished by Prof. Austin, upon request.



Merrick Hall—For Zoology, Geology and The Museum



## THE LITERARY SOCIETIES

PROBABLY the most valuable part of any man's college course is the work which he does for the pure love of it, undriven by the lash of any professor or college requirement. There comes a thrill into such a pursuit that makes it highly educative, and a man remembers it with joy after he is grey-headed. The Faculty especially encourages voluntary organizations for literary work, knowing that such college societies have been the hot-beds of some of the most remarkable groups of men in modern history. One needs only to point to the clubs in Oxford out of which came Wesley and Whitefield in the eighteenth century, and Tennyson, Hallam, Archbishop Trench and F. D. Maurice in the nineteenth, to show how iron may sharpen iron in an organization of undergraduates. Every true Faculty is always on the lookout for the coming of similar groups of men within its walls.

The University has twelve literary societies which furnish ample opportunity for the expression of the literary life of the students. The societies among the men are the Zetaganthean, Chrestomathean, Athenian, Amphictyonian, Meletarian, Cala-Philo, and Lyceum societies. Among the women are the Clonian, Athenaeum, Castalian, Alethian, and Philomathean.

The seven upper collegiate societies are entitled to send representatives to the annual oratorical contest, which is one of the two main literary events of the year.

These societies are not exclusive, and no student with earnest literary ambition fails in time to be elected to membership. The expenses are small.

Some of these societies have great histories. On the old records the members will show you the names of senators, bishops, college presidents, governors and editors well known in American public life; with a host of others, who, though less noted are no less worthy.



Running the End—Wooster Game, 1908

## THE ORATORICAL AND DEBATING LEAGUES

"In oratory and debate  
We get there every time."—College Song.

THAT PUTS IT pretty strongly, but it contains a large degree of truth. From 1898 to 1905 Ohio Wesleyan University was a member of the Central Oratorical League, embracing the State Universities of Ohio, Indiana, Illinois, West Virginia (after 1901), and Cornell University. In 1905 a new league was formed by Cornell, University of Virginia, Columbia, Chicago and Ohio Wesleyan. Since 1898 in the annual contests, first in the old and then in the new league, Ohio Wesleyan has won five firsts, two seconds and three thirds.

Quite as striking has been the success of the University debate teams. The Ohio Intercollegiate Debating League was organized in 1897 by representatives from Western Reserve, Oberlin, Ohio State and Ohio Wesleyan. In 1905 Ohio State withdrew and the present triangular league was formed by the three remaining colleges. Of twenty-one intercollegiate debates thus far held Ohio Wesleyan has won sixteen.

This record of victories is possible only as the result of long and hard preliminary training, a training sometimes begun several years before in the literary societies. In choosing the teams that are to represent the University, there is a preliminary contest open to all students. Out of the contestants a smaller number is chosen, and then, after repeated bouts, the number is gradually narrowed down to those who are to represent the University in the final contests. For several months previous to the contests in March the members of the debate teams are among the hardest workers in college and the personal training which they receive is of the utmost value to all who have ambitions to become public speakers. The extent of the interest in debate is shown

by the fact that last year the University had four teams in the field, the two first teams representing the college in the League, the second teams pitted against colleges outside the League. The value of this plan in extending debate training among the students is evident.

## THE TWENTY-SECOND

TO AN INCREASING DEGREE the Twenty-Second of February is becoming the great day on the Ohio Wesleyan calendar. It is the day of the undergraduate. The Freshman looks forward to it with curiosity, the upper classman with eagerness; both look back to it with pleasure and with an increased love for the college. The Alumni are back, drawn by memories of college days, by the fraternity reunion, by the Phi Beta Kappa semi-annual celebration which comes at this time. In the evening comes an athletic exhibition, comprising a drill by the crack squad of the battalion, a fine exhibition of gymnasium work, and basket-ball games. And at noon the big feature of the celebration—the dinner. Twelve hundred people sit down together at the tables, the students together in classes. Hardly an undergraduate is absent, the Faculty is there and many of the alumni. It is peculiarly a home gathering, but we are glad to have with us a good many High School students who are fortunate enough to have both friends among the undergraduates and hopes of entering Ohio Wesleyan. College cares are laid aside. All are sons and daughters of Old Wesleyan. Speeches by undergraduates and alumni, class stunts, glee club and college songs follow each other. The key-note of all is loyalty to Ohio Wesleyan. Year by year the Twenty-Second becomes dearer as marking a day of college friendship and of demonstration of college spirit.



College Dinner in the Gymnasium—February 22, 1907

## EXPENSES

The following table will give an approximate idea of the expenses for men who attend Ohio Wesleyan for one college year :

Board, \$2.50 (club) to \$3.00 (fraternity) per week -----	\$87.50 to \$105.00
Room, \$1.00 to \$1 50 per week -----	38.00 to 57.00
College Bills, \$21.00 per term -----	63.00 63.00
Laundry -----	10.00 to 20.00
Books -----	10.00 to 25.00
Miscellaneous expenses -----	10.00 to 25.00
	<hr/>
	\$218.50 to \$295.00

These totals do not include clothing, travel, or expenses for the summer vacation. The college bills will amount to somewhat more than the amount given if the student elects laboratory courses, or other courses for which special fees are charged.

Detailed statements from a considerable number of the undergraduates show that the average total expenses for the college year is \$340. One quarter of the number made their expenses \$250 or under, while another quarter placed it at \$400 or more. Students, by boarding themselves, and by rigid economy, can reduce the expenses to \$200 for the year, but the average student spends between \$300 and \$350, and one can hardly get along on less and share as he would like to in college life; though of course it is vastly better to go through college cramped financially than to be without the college training.



## ON WORKING ONE'S WAY THROUGH COLLEGE

NO MAN with health, ordinary will power, average talents, and the necessary intensity of desire, need be without a college education; the possibility of his working his way through college depends upon his willingness to fulfil the conditions. No student suffers in the estimation of his fellows from the fact that he is working his way. The opportunities open to him are many and varied. During the summer vacation he may work on a farm, canvass, or find other business employment. During the college year he may wait on table, do janitorial and other work about the college, or find various special employments in town. The aggregate of student earnings shows that between two and three times as much money is earned during the summer vacation as during the college year; and a few able students make the year's expenses in that time. Students who are paying their entire way by unskilled labor will in many cases find it impossible to earn their way and at the same time carry full college work; they may be obliged to lengthen the course beyond the customary four years. Sometimes they find it necessary to drop out of college for a year in order to get enough money to complete the course. It is always wise to enter college with a considerable part of the first year's expenses in hand. In all cases the Y. M. C. A. through its employment bureau stands ready to help the student to find work, and no determined student with health and average ability need give up the college course.

The College Catalogue gives all necessary information in regard to entrance and the work of instruction. The question of expenses is taken up in a leaflet entitled, STUDENT AID AT OHIO WESLEYAN. Either may be obtained from the Registrar, Prof. W. E. Smyser.

## DELAWARE, THE BEAUTIFUL

O Delaware, the beautiful, we sing of thee and thine;  
Within thy halls we gather here,  
And shout thy praises, cheer on cheer,  
While over us thy colors fly, and lovingly entwine  
Around Old Glory where she rolls  
The oriflamme of loyal souls,

of (Chorus)

Fair, Fair Queen of Delaware,  
To our Alma Mater we'll be loyal every man,  
and—  
It's Hail, Hail, hearts that never fail  
Meet in love and unity at Ohio Wesleyan.

We love our Alma Mater, and we'll reverence her name;  
And ever strive with all our might  
To keep her honor clean and bright.  
We hear the shouts of victory, the thunder of her fame;  
In every land, the world around,  
There are her sons and daughters found;—

Then let the notes re-echo, and the nations hear our song;  
Wherever bears the battle brunt  
Her gallant sons will stand in front,  
To rout the force of error, and to right the nation's wrong;  
So let our happy chorus ring,  
And joy be with us while we sing—

By I. R. HENDERSON, '01.







3 0112 105799487